THE SITUATED LEARNING STRATEGY TOWARDS EFL LEARNERS' LANGUAGE ANXIETY

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ABSTRACT

Nowadays, almost all EFL elementary students should learn English in schools because it is thought as an important issue for them. However, Taiwan educational system pays less attention on speaking, so when students encounter the speaking situation in English, they would appear foreign language anxiety, and then decrease their learning motivation on English. Many studies provided the situated learning strategy can reduce language anxiety problem. According to this, the purpose of this study was to investigate the effect of situated learning strategy on students' language anxiety. Qualitative and Quantitative research design were applied in this study. In this study, the participants were 168 sixth-grade EFL elementary students from one of primary schools had used this approach in Kaohsiung City, Taiwan for doing the questionnaire. Besides, 16 students were selected from those 168 students for interview. The major finding of this study indicated situated learning strategy could really reduce students' language anxiety. In addition, there was no any difference in gender about language anxiety after situated learning classes. Implications for educators and schools to effectively apply the situated learning strategy using in the English classrooms will be presented.

Keywords: Situated learning strategy, language anxiety, EFL elementary students.

INTRODUCTION

Nowadays, learning English is considered a necessary and an important issue for Taiwan EFL elementary students. However, it pays more attention on English reading and writing, but less emphasizes on English speaking, and has few chances to let students practice English speaking (Chen, 2009; Lai, 2009). Because of these reasons, most of students are afraid to speak English when they encounter the situation because they feel nervous to speak the foreign language, and then they would have passive attitude to reduce their learning motivation (Gardner, 1968).

Therefore, the 90's educational psychology scholars provided the situated learning which is an approach to let students learn meaningfully and naturally with a series of the authentic activities (Brown, Collins & Duguid, 1989). Recently, using the English interactive compact disc has been a successful type of situated learning approach because it can form a virtual learning environment, and it makes learning become more interesting and authentic (Chang, 1998). Moreover, more and more schools in Taiwan have used this approach into classrooms to develop English-only environment (Chen, 2009; Lai, 2009). Classrooms are changed into look like restaurants, banks or airports. Students can practice real-life speaking tasks using English only in this immersion learning situation. A study showed that most of students are less enjoyable in the ordinary

classroom, but in the classroom of restaurant and banks can really increase their motivation to learn, and other students feel more relaxed to speak English in this situated environment (Lai, 2009).

However, many research studies just have been published more than one thousands documents to show the positive outcomes: students achieve high levels of proficiency in their second language without long-term cost to their progress in their first language and other academic subjects, but it did not have collected empirical data about whether the kind of environment could reduce language anxiety or increase learning motivation when students immersed in the situation (as cited from Lai, 2009). Besides, there are still few studies to investigate this newer learning approach which is applied in the elementary students' learning of second language. The purpose of this study, therefore, examined whether situated learning strategy can reduce language anxiety.

Research Question:
1. Whether situated learning strategy can reduce EFL elementary students' language anxiety?

LITERATURE REVIEW

In this chapter, the researcher provided a review of the literature on the relationship between language anxiety and situated learning.

Language anxiety
According to Gardner and MacIntyre (1993), they pointed out that language anxiety is "a kind of fear or worry which always happens on learners who are expected to perform in the second or foreign language" (as cited from Lai, 2009). It has difficult time for learners acquiring the language when they through the process of learning the foreign language, and foreign language anxiety take place (Tsai, 2008). Therefore, the language anxiety would influence learner's performance mentally or physically, and also their achievement, even body reactions in the target language (as cited from Chiu, Chang, Chen, Cheng, Li, & Lo, 2010).

However, a broad range of factors which were associated with foreign language anxiety was indicated by many second language scholars (Tsai, 2008). Overcompetitiveness in foreign language classroom was the one of factors to students who wanted to perform outstandingly among their classmates and get the good responds from the teachers (as cited from Tsai, 2008). Besides, self-esteem was another factor of potential source of learner anxiety. Learners with low-esteem might worry what their peers or friends thoughts, in fear of their negative feedback or evaluation (as cited from Tsai, 2008). Moreover, Gardner and McIntyre (1989; 1994) indicated that learning experience was also an important factor in foreign language anxiety. Depending on the level of learning experience on second language, it would result the different levels of language anxiety. If learners had less experience on L2 learning or had more negative experience on it, the anxiety would be aroused to make learners feel nervous and that is also associated with L2 apprehension of learners (as cited from Lai, 2009).

Above, there were many factors which were provided by different scholars; however, Horwitz, who was the one of earliest and most important scholar to advocate a particular type of situation specific anxiety, and he especially focused on foreign language classroom anxiety this part (Liu,

2006). E. Horwitz, M. Horwitz, and Cope (1986) constructed their concepts of foreign language anxiety with three components: communication apprehension, test anxiety, and fear of negative evaluation (Liu, 2006; Lai, 2009; Koçak, 2010). Depending on these three elements, it clearly revealed foreign language anxiety would occur when learners tried to avoid speaking the complicated sentences in the foreign language with others, or when learners forgot what they memorized during having the exams on this kind of specific situation, even when learners had less confidence to perform well in front of other classmates. These three elements were widely accepted and applied to measure the foreign language anxiety in many studies (Liu, 2006; Lai, 2009; Koçak, 2010).

Finally, there were two different aspects of anxiety which influenced the learners' performance. Although most people always thought anxiety was not a good thing to learners on their performance, sometimes anxiety would help learners to do better and perform well (Chiu et al, 2010; Lai, 2009; Tseng, 2008). Therefore, according to Ehrman (1996), the negative kind of anxiety was sometimes called "debilitative anxiety", because it damaged learners' performance in many ways (as cited from Tseng, 2008, p.191). It showed that the anxiety restricted students' foreign language performance and impacted their body reactions. When students had foreign language anxiety, some may give up the chance to speak in English, and others may become too anxious or embarrassed to express themselves in English (Hsu, 2009). However, not all anxiety was bad. Sometimes a little bit of anxiety could enhance language performance. Thus, Ehrman (1996) also indicated that the positive aspect of anxiety was called "facilitative anxiety". Learners could keep their tension with a little anxiety which was beneficial-just enough anxiety; however, it could not be too much, or it could lead the negative influence on learners (as cited from Tseng, 2008).

Situated learning
Nowadays, many scholars have criticized about traditional teaching method and the content of textbooks which was invariably used in the classrooms because they thought all knowledge the teachers taught always departed from the reality (Shih, 2005). Students, besides, had no many appropriate environments could practice their English speaking ability (Lai, 2009). Therefore, learning should combine the practical situation to acquire knowledge, and the situated learning was a chance to let students practice how to speak meaningfully and purposefully.

Recently, situated learning strategy has been brought into second language classrooms. For this, it could make students practice how to use all they learned on second language acquisition to the real world naturally and meaningfully. One of method was to change the classroom environment into like bank, restaurant, or shopping mall. Students could play many different roles on the various settings, and this approach could cause students' learning motivation and interests (as cited from Chen, 2009).

Most 80s' to 90s' education psychologist collectively concerned about situated learning or it could be called situated cognition (Shih, 2005; Chen, 2009). This theory would become more important on the academic circle started from Brown, Collins, and Duguid (1989). They provided many studies to discuss about situated learning and situated cognition (Chen, 2009).

Brown, Collins, and Duguid (1989) claimed that learning happened in the true living world, and

knowledge was created by people interacting with the situation they faced, and knowing and doing should not be separated. Therefore, learning experiences should match the real world (Yi, 2005), which meant learning not only just got the knowledge from the classroom, but also could be applied in the daily life.

Brown (1989) was the earliest scholar, who applied the concept of situated learning into classroom. He thought knowledge was created by activity, situation and culture under those three elements' interaction, and it just became more meaningful (Chen, 2009; Langer, 2009). Besides, Brown et al. (1989) pointed out that knowledge which was gained from the authentic activities could become the tool to solve the problems which the learners faced in reality. Therefore, knowledge was regarded as tool to solve the problems.

Moreover, another concept of situated learning is collaborative process (Brown et el., 1989; Quay, 2003; Shih, 2005; Lunce, 2006; Chen, 2009). Students would become a community of learners to interact with other members in this less formal situation (as cited from Langer, 2009). In the classroom, it could tend to be peer-based rather than teacher-student setting (Huang, 2009). Therefore, collaborative process also played an important role on situated learning. To be an effective situated learning should include cooperation and interaction between instructors or experts and learners, and among learners themselves (Yi, 2005).

Not only did Brown et al. (1989) propose their thought of situated learning, but also a lot of scholars pointed out other claims and viewpoints of it (Shih, 2005). For instance, Suchman (1987) indicated the viewpoint of "situated action" which was considered that learners in such kind of situated environment should directly operate and participate through everything in the setting, and it could develop their own knowledge (Shih, 2005; Chen, 2009). Furthermore, Lave and Wenger (1991) considered learning was a process which was acquired actively, so participated in the society practice was the based form of learning (Shih, 2005). The overall viewpoints, therefore, meant in order to learn the meaningful knowledge the best way was to interact between learners and situated settings (Chen, 2009).

Finally, Stein (1998) declared situated learning was a special approach which differs from other traditional learning. Participants in situated learning learn through activities, while in traditional learning they learn through abstract content package designed by teachers (as cited from Yi, 2005). However, there were still some limitations on situated learning, such as situated learning might be suitable for many learning outcomes; it was not the most efficient methodology for teaching factual information or abstract, complex concepts (Chen & Hung, 2002).

The relationship among situated learning with anxiety
First, the relationship between language anxiety and situated learning was going to be discussed. Above, in the first section, there were many factors which were indicated that they would cause students' language anxiety. According to those factors, they could be divided into two main types of causes: setting and psychology.

 Horwitz et al. (1986) pointed out that communication apprehension, test anxiety, and fear of negative evaluation were three components to construct their concepts of foreign language anxiety. On the one hand, communication apprehension and test anxiety could base on what setting they

faced, so how was the level of language anxiety they had. On the other hand, fear of negative evaluation belonged to psychology factors. It concerned with their self-esteem and whether they fully cared about other peers' or teacher's thoughts.

Therefore, the setting of classroom and getting confidence were two really important issues. So, recently situated learning strategy has been applied to the classroom to change the traditional classroom environment into different settings which could make students feel more relaxed in this kind of non-classroom environment (Lai, 2009). Students could reduce their English speaking anxiety when they immersed in this interesting and authentic environment. Besides, the settings were like restaurants and café shop could tightly connect with students' everyday life, and it could make students communicate with others more meaningful and easier. Hence, every student was the main role to practice English in this kind of setting, and the teacher just became a supporter to help them to learn, so student would get more confidence on language learning among their classmates (Chen, 2009).

METHODOLOGY
This study adopted mixed-method research design. The questionnaire intended to investigate the effects of situated learning towards EFL elementary students' language anxiety Furthermore, the interview questions were to investigate the subjects' perspectives of anxiety in situated learning as English classroom strategy according to their learning experience.

Participants
The participants of this study were 168 sixth-grade EFL elementary students, who were chosen from a public primary school which was located in southern Taiwan. All of them were invited to share their experience and viewpoints of situated learning. There were 16 interviewees, eight male students and eight female students, invited from those subjects who did the questionnaire, and they were chosen by teachers from each class.

Instruments
The students who participated in this study completed one questionnaire in Chinese version. The questionnaire was divided into three parts: personal information, post-English situated learning language anxiety, and post-English situated learning motivation. The first part personal information had 8 questions. The second part post-English situated learning language anxiety had 15 items, and this part adopted Foreign Language Classroom Anxiety Scale (FLCAS) (Lai, 2009) to investigate. The questionnaire consisted of 23 questions. In addition, there were five interview questions, which were to ask the perspectives of post-English situated learning language anxiety. Therefore, except eight basic information questions, there were fifteen questions in total. Besides, there were interview questions which included ten questions. This instrument was developed from the questionnaire employed by Chen (2009), and Lai (2009) with some modification by the author. This was 5-point Likert scale ranging from 1(strongly disagree) to 5 (strongly agree).

Procedure
First, the researcher asked the director of academic affairs for helping to make an appointment with each sixth-grade teachers. And then, the researcher confirmed those days to do the investigation from e-mail with the director of academic affairs. After that, the researcher attended to the classrooms to explain the questionnaire for students on each appointment days.

In this study, the subjects were requested to do the questionnaire which contained three major parts. There was no time limit for answering the questions. The questionnaire only offered students who had experience of situated learning in English classes. Next step was to collect all questionnaires from students and to analyze the data.

Besides, the 16 interviewees were picked from 168 sixth-grade EFL elementary students who were chosen by teachers from each class. There were sixteen interviewees, included eight male subjects and eight female subjects. The purpose of it was to find what the different thoughts about the situated learning strategy towards their learning language anxiety among male subjects and female subjects. In addition, taping recording was adopted during the process of interview for the qualitative collection, and then transcribed the content from each student's saying, so the transcription was used to analyze information for further investigation.

Result

At the beginning of the research, the researcher distributed 168 questionnaires to sixth-grade elementary students, but only got 110 questionnaires back. There were 58 questionnaires were invalid. The returning rate was about 65%.

In the personal information, it showed that participants' background information. Among those sixth-grade elementary students, there were 50 male students and 60 female students (see Table 1).

Table 1: Gender	
Male students	50 (P)
Female students	60 (P)

Next, from the data, it showed that 19 students had learned English below two years. 24 students had learned English within two years to three year. Moreover, 28 students had learned English within three years to four year. Furthermore, there were 39 students above four years to learn English. It indicated that most students had learned English before they were third-grade, and it would influence their perspectives about studying English (see Table 2).

Table 2: Total English learning	
Below two years	19 (P)
Two years to three year	24 (P)
Three years to four year	28 (P)
Above four years	39 (P)

Third, from Table 3, it showed that most students were below four hours to learn English per week. 88 students were more than half students below four hours to learn English per week. However, it still had 22 students above four hours to learn English every week. Therefore, obviously it meant that most students would not actively learn English after the classes.

Table 3: The hours of English learning per week	
Below two hours	41 (P)
Two to four hours	47 (P)
Four hours to six hours	19 (P)
Above six hours	3 (P)

For the fourth part, it revealed that the most of students had other English classes outside the school. Table 4 presented that 87 students had the other English courses, but only small portion of students did not have other English courses.

Table 4: Population of having/ no having other English courses outside the school	
Yes	87 (P)
No	23 (P)

Except 23 students, who did not have other English courses, and it showed that most students had two classes outside the school per week. Moreover, four classes that students had outside the school occupied 12 students. Finally, a small portion of students had one class (5 students) and three classes (6 students) outside the school (see Table 5).

Table 5: The class/classes students had outside the school	
One class	5 (P)
Two classes	64 (P)
Three classes	6 (P)
Four classes	12 (P)

And then, the researcher also except 23 students who did not have extra English courses outside the school. The data showed that 44 students had to spend two to three hours studying English in cram school or having the tutorial time at home per week. Moreover, 19 students needed to spend three to four hours studying extra English classes per week. Furthermore, 13 students had to spend above four hours to go to cram school or have the tutorial time to learn English every week. Besides, just 11 students were below two hours to study English outside the school each week (see Table 6).

Table 6: The hours students took to learn English outside the school per week 10.9%	
Below two hours	11 (P)
Two to three hours	44 (P)
Three hours to four hours	19 (P)
Above four hours	13 (P)

Following, the researcher generally investigated that how degree of anxiety when they need to speak English. Obviously, most students sometimes felt anxious when they spoke English (50 students). Moreover, 18 students would often feel anxious during speaking English, and 9 students always feel anxious to speak English. However, there were still 33 of students would not feel anxious or seldom feel anxious when they speak English. It showed that the most of students still would be afraid of speaking English generally (see Table 7).

Table 7: The degree of language anxiety during speaking English	
Never	19 (P)
Seldom	14 (P)
Sometimes	50 (P)
Often	18 (P)
Always	9 (P)

For the last part of personal information, it generally examined how degree of favorite of learning English among those students. From Table 8, it showed that the most of students did not have any

special feelings towards learning English. The biggest part occupied 51 students. And then, there were 21 students and 7 students that indicated that students liked English very much. However, there were still 31 students that showed that students disliked English a lot. In sum, the data generally presented that most students disliked English more than those liked to learn English.

Table 8: The favorite degree of learning English among those students

Strongly dislike	16 (P)
Dislike	15 (P)
Neutral	51 (P)
Like	21 (P)
Strongly like	7 (P)

Hypothesis 1: The situated learning strategy can reduce EFL elementary students' language anxiety.

The analysis reveals that the majority of students feel little or no anxiety in the English situated learning classes. In Item 4 (M=2.91, SD=1.29), there are 41.9% of students who disagree or strongly disagree with the statement. Moreover, the similar finding is found in response to Item 10 which asks students to agree or disagree with the following statement:" I felt confident and relaxed in the English situated learning classes." There is total of 35.5% agreement with this statement.

However, although the results shows that the majority of students do not have much language anxiety, there are still some items which present that a part of students have high levels of anxiety, including the physical symptoms of stress. For example, 40.9% of students agree or strongly agree Item 2 (M=3.07, SD=1.22), which reveals that students' hearts would beat faster when they are going to be called on to speak. A further 33.6% of students disagree or strongly disagree Item 13, which demonstrates they feel very anxious and afraid in English situated learning environment than in the traditional classroom, while only a small portion of students feel anxiety to learn English.

Besides, 33.7% of students disagree or strongly disagree with Item 1, which shows that they do not feel frightened when they do not understand what the teacher is saying in the English situated learning classes. In addition, for the Item 3, the score of 34.5% (M=3.03, SD=1.19) reveals that most students agree or strongly agree with the statement:" In the English situated learning classes, I didn't worry about making mistakes because the teacher didn't punish me if I said the answer was wrong." Also, the score of Item 5 is 43.6%, which means that the majority of students do not feel anxious even though they do not understand what teacher says. Furthermore, 43.6% of students say that they do not afraid that teacher corrects their every mistake in the English situated learning classes.

Following, the Item 9 has 46.4% of students who do not be afraid of laughing by classmates when they speak English. Nevertheless, the score of Item 15 is 33.6%, which shows that still a core of students feel much pressure to speak English in front of their classmates.

Finally, Item 14, it demonstrates that the total of 47.2% (M=3.37, SD=1.06) of students think that this strategy is combined with reality which is a good way to decrease the anxiety of speaking English.

Table 9:   Analysis of Language Anxiety Questionnaire's Items in Post-English Situated Learning

Survey Items	Responses						Mean	Std. Deviation
	SD	D	N	A	SA	Total		
1. It frightened me when I didn't understand what the teacher was saying.	19	18	45	19	9	110(P)	2.83	1.16
	17.3(%)	16.4(%)	40.9(%)	17.3(%)	8.2(%)	100(%)		
2. My heart would beat become fast when I knew I was going to be called on to speak.	14	22	29	32	13	110(P)	3.07	1.22
	12.7(%)	20(%)	26.4(%)	29.1(%)	11.8(%)	100(%)		
3. I didn't worry about making mistakes because the teacher didn't punish me if I said the answer was wrong.	13	23	36	24	14	110(P)	3.03	1.19
	11.8(%)	20.9(%)	32.7(%)	21.8(%)	12.7(%)	100(%)		
4. I got nervous and confused when I was speaking.	17	29	27	21	16	110(P)	2.91	1.29
	15.5(%)	26.4(%)	24.5(%)	19.1(%)	14.5(%)	100(%)		
5. I got nervous when I didn't understand every word the English teacher said.	22	26	29	23	10	110(P)	2.75	1.25
	20(%)	23.6(%)	26.4(%)	20.9(%)	9.1(%)	100(%)		
6. I felt less nervous speaking English to native speakers.	11	27	39	22	11	110(P)	2.95	1.12
	10(%)	24.5(%)	35.5(%)	20(%)	10(%)	100(%)		
7. I started to panic when I had to speak without preparation.	16	22	34	22	16	110(P)	3.00	1.26
	14.5(%)	20(%)	30.9(%)	20(%)	14.5(%)	100(%)		
8. I was afraid that my English teacher was ready to correct every mistake I made.	24	24	41	15	6	110(P)	2.59	1.14
	21.8(%)	21.8(%)	37.3(%)	13.6(%)	5.5(%)	100(%)		
9. I was afraid that other students would laugh at me when I spoke.	28	23	34	12	13	110(P)	2.63	1.30
	25.5(%)	20.9(%)	30.9(%)	10.9(%)	11.8(%)	100(%)		
10. I felt confident and relaxed.	11	21	39	28	11	110(P)	3.06	1.12

	10(%)	19.1(%)	35.5(%)	25.5(%)	10(%)	100(%)		
11. Although I felt anxious, it was regarded as the motivation to learn English.	10	19	46	29	6	110(P)	3.02	1.01
	9.1(%)	17.3(%)	41.8(%)	26.4(%)	5.5(%)	100(%)		
12. I always felt anxious, so I didn't want to learn English anymore.	27	38	29	9	7	110(P)	2.37	1.13
	24.5(%)	34.5(%)	26.4(%)	8.2(%)	6.4(%)	100(%)		
13. I didn't felt very anxious and afraid in English situated learning environment than in the traditional classroom.	15	22	44	18	11	110(P)	2.89	1.14
	13.6(%)	20(%)	40(%)	16.4(%)	10(%)	100(%)		
14. I can use the background knowledge in daily life to answer the questions, so I didn't feel nervous.	7	12	39	37	15	110(P)	3.37	1.06
	6.4(%)	10.9(%)	35.5(%)	33.6(%)	13.6(%)	100(%)		
15. I felt a lot of pressure about speaking English in front of other students.	17	17	39	23	14	110(P)	3.00	1.23
	15.5(%)	15.5(%)	35.5(%)	20.9(%)	12.7(%)	100(%)		

Total Mean:2.89878
Code: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA), People (P)

For the qualitative part, the researcher analyzes 16 interviewees' perspectives of language anxiety after experiencing situated learning strategy. Four out of 16 interviewees say that they do not feel any language anxiety during the situated learning classes. For example, participant #1 and #10 said that "…I have the right to make mistakes." Moreover, other 12 students are still support that situated learning strategy can reduce their language anxiety, but they would feel a little anxious because of some factors. For instance, participant #3 said that "Yes…because I afraid that I do not prepare well…but… just a little anxious", and participant #5 said that she was afraid of making mistakes, but the anxiety of speaking English was not too much. Therefore, the result shows that those interviewees are prone to situated learning strategy can reduce their language anxiety, but they would still be affected by some factors.

Besides, correspondence to Item 14, the majority of interviewees are also support that the situated learning is combined with reality which can reduce their language anxiety to speak English with their background knowledge about everyday life. Thirteenth out of 16 students say that they feel easier to speak English sentences because it is simpler to think what I should say.

The conclusion of this result has accepted the hypothesis that situated learning strategy can reduce students' language anxiety.

Hypothesis 2: There is significant difference of level of EFL elementary students' language anxiety in gender.

The researcher uses t-test to inspect in order to understand what difference between male and female students in language anxiety after using the situated learning strategy. However, this result reveals that overall language anxiety does not have significant difference in gender (t = -1.23, Sig (2-tailed) = .22, P> .05). Furthermore, accordingly 95% confidence interval of the difference, it presents that it includes 0 between lower (-.32) and upper (.08). It means that overall language anxiety after English situated learning classes does not have any significant difference between male and female again. In addition, Female students (M=2.95) in overall language anxiety after English situated learning classes are stronger than male students (M=2.83).

Table 11: The mean, Std. Deviation, T-test and 95% Confidence Interval of the Difference of all level of language anxiety after English situated learning classes in gender.

	Gender	N	Mean	Std. Deviation	T	Sig(2-tailed)	95% Confidence Interval of the Difference	
							Lower	Upper
Overall language anxiety	Male	50	2.83	0.56	-1.23	.22	-.32	.08
	Female	60	2.95	0.46				

Besides, the researcher who analyzes the qualitative part of post-English situated learning language anxiety discovers that there is no significant difference in gender again. However, according to the data of qualitative, it silently shows female students have higher language anxiety than male students during the situated learning classes. Seven out of eight female students say that they feel a little anxious to speak English because some of them are afraid of making mistakes by themselves; however, just five out of eight male students would feel a little anxious to speak English.

The conclusion of this result has been rejected that there is no significant difference in gender after situated learning classes.

DISCUSSION

The purpose of this study was to examine whether situated learning strategy can reduce language anxiety among EFL elementary students.

First of all, according to the result, it is found that situated learning strategy applied in the class can reduce students' language anxiety which fits the previous researchers' studies (Chen, 2009; Lai, 2009). It indicated that this approach can create the different settings to make students feel more relaxed in the kind of non-classroom environment.

Secondly, the result shows that there is no any significant difference of language anxiety in gender. Although the result demonstrates that female students have slightly higher score than male students to show that female students would feel more anxious to speak English than male after situated learning classes, it still does not achieve the level to show the significant difference in gender.

Therefore, the result may be affected by insufficient participants, so it cannot have a more objective result to show the difference.

In short, situated learning strategy can reduce students' language anxiety. Moreover, there is no significant differences of language anxiety in gender.

CONCLUSION

According to the result of this study, there are some suggestions for educators and future researchers.

For educators, educators can reappraise situated learning strategy applied in classes carefully and expand to develop it. It recommends that English class with situated learning strategy can reduce students' psychological and language anxiety to speak English, so educators can increase the length of time of situated learning classes which would evoke students' interests to learn more and feel comfortable and relaxed in that kind of environment to enjoy learning English by interacting with foreign teacher and classmates instead of sitting on the classroom to read the textbook.

Finally, for future researchers, they can focus on elder students, such as students of junior high school or senior high school, even college students because elementary students cannot express what they want to say well, and they still cannot concentrate on doing questionnaire longer. Therefore, future research can investigate students with higher grades and have more participants to participate in the study.

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